



Leader Evaluation and Professional Growth Program

A Handbook for Leaders

November 2014



Our thanks to the members of our district steering committee, who have contributed many hours of effort and expertise to the development and continual refinement of this work.

Contact Information

For more information, or for questions regarding the LEPG Program and supporting materials, please contact:

Superintendent Name	Superintendent	Phone number	E-mail address
Other	Position Name	Phone number	E-mail address

Comment [DC1]: Note to districts:
Districts may fill in the appropriate contact information on this page.

Leader Evaluation and Professional Growth Program

A Handbook for Leaders

November 2014

Developed in Collaboration with the Maine Department of Education



23 State House Station
Augusta, ME 04333-0023
207-624-6600

www.maine.gov/doe/excellence

Contents

	Page
The Maine Schools for Excellence Vision	1
The Leader Evaluation and Professional Growth Program	1
LEPG Evaluation Process and Timeline.....	2
Step 1: Expectations and Goal Setting	4
Step 2: Ongoing Collection of Evidence, Feedback, and Monitoring of Growth	6
Step 3: Reflection and Rating	7
Step 4: Plans and Pathways	12
Overview of LEPG Types of Evidence	13
References	17
Appendix A. LEPG Rubric Placemat	18
Appendix B. Links to LEPG Supporting Materials	22
Appendix C. Glossary of Selected Terms.....	23

The Maine Schools for Excellence Vision

Improving student learning and educator effectiveness is at the heart of the Maine Schools for Excellence (MSFE) initiative, which is assisting two cohorts of districts in the design and implementation of comprehensive human capital management systems.

The vision of MSFE is as follows:

- **To** enhance educator effectiveness and student learning
- **For** the benefit of all stakeholders, including students, educators, parents, and the community
- **By** developing an integrated and coherent human capital management system that aligns with the district mission and includes the following key features for all educators: regular, specific measurement and feedback; ongoing, targeted professional development; and fair and equitable recognition and rewards
- **So that** schools can better attract and retain high-performing educators and benefit from a workforce of teachers and leaders who are aligned in purpose, teamed in their efforts, and motivated to succeed in delivering high-quality instruction to students

The Leader Evaluation and Professional Growth Program

The Maine Leader Evaluation and Professional Growth (LEPG) Program is designed to evaluate the performance of school leaders. The LEPG Handbook is a quick reference guide for leaders and supervisors to support implementation of the LEPG Program. The LEPG Handbook serves as a supplement to the Model LEPG Program Guide, which provides more detail on the LEPG process, types of evidence, and summative scoring.

This Handbook includes the following:

- An overview of each step of the leader evaluation process
- An overview of the types of evidence used to measure leader performance
- A brief summary of the MSFE approach to calculating summative scores for leaders under the LEPG Program

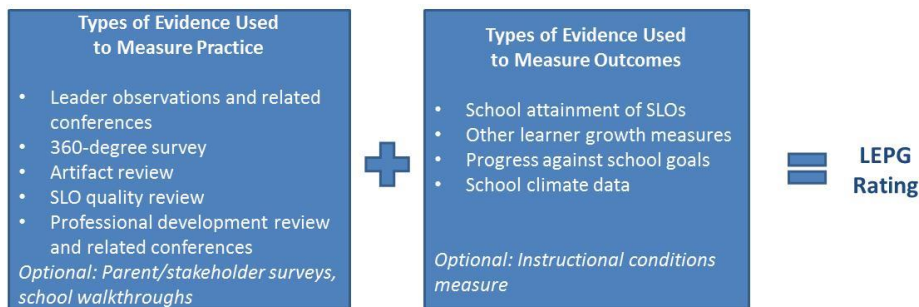
LEPG includes a set of core leadership evaluation components that serve as a foundation for each MSFE district's leadership evaluation and professional development program. The LEPG Program does the following:

- Provides a practical, fair, and comprehensive assessment of school leaders' practices for the purposes of professional growth and human resources decisions.
- Develops a common language for discussing school leadership practice and organizational direction.
- Supports school leader development and retention.

- Fully satisfies the requirements of the TIF grant and is in alignment with Maine [Rule Chapter 180](#).

LEPG provides a holistic view of school leader performance by gathering types of evidence used to measure practice and outcomes (see Figure 1).

Figure 1. Types of Evidence Used to Inform Practice and Outcome Measures



LEPG Evaluation Process and Timeline

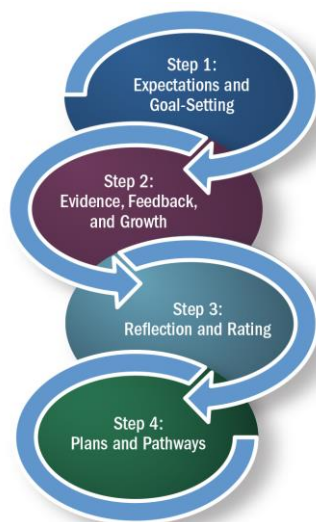
The model LEPG gives school leaders and their evaluators opportunities for professional conversations, formative feedback, and professional growth. LEPG has been designed to be practical, fair, and rigorous:

1. All school leaders will be evaluated annually.
2. All school leaders will engage in some form of peer review.
3. All school leaders will receive a formative evaluation by December and a summative evaluation by June of each academic year.
4. Multiple methods will be used to gather evidence on leader performance.
5. Evaluation results will influence human resource decisions, such as professional growth planning and continued employment.

Evaluators are responsible for assuring that the evaluation process occurs according to schedule. Leaders and other educators will contribute to successful implementation of the evaluation process. Details on training requirements for leaders and evaluators are included in the Model LEPG Program Guide

There are four steps in the annual LEPG process, as shown in Figure 2.

Figure 2. The Leader Evaluation Process



A general overview of the four steps of the LEPG process is described in Table 1.

Table 1. Overview of LEPG Evaluation Cycle

Step	Suggested Timing	Meetings	Associated Forms/Tools
Step 1: Leader self-reflection and goal setting, drawing upon previous year's Step 4: Plans and Pathways, if available	Early in the school year	Beginning-of-the-year conference	<ul style="list-style-type: none"> ▪ LEPG Conference Form—Beginning-of-Year Conference section
Step 2: Ongoing evidence collection Midyear conference to review evidence of progress against goals and make midcourse adjustments to goals and strategies to meet goals, as appropriate	Midyear	Midcourse conference	<ul style="list-style-type: none"> ▪ LEPG Conference Form—Beginning-of-Year Conference and Midcourse Conference sections ▪ LEPG Artifact Submission Form(s) ▪ LEPG Instructional Feedback Observation Protocol/Toolkit
Step 3: Leader end-of-year self-evaluation Leader submission of evidence	May	Summative conference	<ul style="list-style-type: none"> ▪ LEPG Conference Form—Beginning-of-Year Conference, Midcourse Conference, Summative Conference, and Summative Scoring

Step	Suggested Timing	Meetings	Associated Forms/Tools
End-of-year summative conference Calculation of LEPG rating			sections <ul style="list-style-type: none"> ▪ LEPG Artifact Submission Form(s) ▪ LEPG Instructional Feedback Observation Protocol/Toolkit
Step 4: Leader and evaluator develop professional growth plan for following school year based on LEPG rating and areas of opportunity	End of school year	In-person meeting is optional	<ul style="list-style-type: none"> ▪ LEPG Conference Form—Plans and Pathways section at end of form

Each step is described in more detail below.

Step 1: Expectations and Goal Setting

Goal Setting for Professional Growth

The first step in the model evaluation process occurs prior to or during the beginning of the school year, after school and district improvement planning is complete and TEPG Step 1 is underway. Leader evaluation begins at this time so that school-level goals, student performance information, and other factors can be integrated into the leader evaluation system. MSFE recommends holding these meetings prior to the end of October in each school year.

Comment [DC2]: Note to Districts: Districts may modify or specify this timeline as appropriate.

All leaders begin the new evaluation cycle by reflecting on their strengths and improvement areas on the MSFE LEPG Rubric. Leaders may use the previous years' evaluation data (e.g., 360-degree survey data) for self-reflection. They may also use the "Plans and Pathways" section of the previous year's LEPG Conference Form, if they have been evaluated under LEPG in the past.

Completing this first step requires each leader to use the LEPG Conference Form to fill out the leader self-reflection and self-evaluation table in the Beginning-of-Year Conference section of the form.

The leader should draw upon the evidence examined through the self-reflection process to develop two growth goals for practice improvement. The professional practice goals include at least one *builder* goal, which is intended to address an area of improvement, and an *extender* goal, which is intended to deepen knowledge and practice in an area of strength. A leader under a monitored growth plan (i.e., improvement plan) as the result of an "ineffective" rating the previous school year should include two *builder* goals instead of one *builder* and one *extender*.

Comment [DC3]: Note to Districts: Districts may modify or specify this requirement as appropriate.

Based on the professional practice goals, each leader creates a professional development plan that will provide support as the leader works toward accomplishing his or her professional practice goals. In the professional development plan table in the LEPG Conference Form, the leader should identify strategies that will help in achieving his or her goals. This can include activities that will be done independently, with a colleague, or through organized professional

development. These strategies may be things the leader is already doing or something new he or she would like to try.

The leader should identify how he or she will measure progress toward each goal and what evidence he or she will collect to demonstrate attainment.

When developing the professional growth plan, leaders must identify strategies to collaborate with their peers to receive feedback on practice.

The method of peer review is at the discretion of the district, and evaluators are responsible for reviewing and approving the type of peer review proposed by the leader, based on available opportunities for in-person or remote collaboration. When possible and appropriate, leaders should incorporate peer observation as part of the peer review plan.

Some possible options for incorporating peer review into the LEPG process might include the following:

- Integrating peer review into one of the observation protocols, either in-person or by viewing a recording of the leader's implementation of an observation protocol
- Including peers as raters on the leadership 360-degree survey where appropriate
- Inviting a peer to review and offer feedback on a leader's professional growth plan and engaging in ongoing dialogue throughout the year with that peer

During the academic year, the professional development plan may be adjusted to reflect emerging priorities. The evaluator assesses the degree to which the professional development plan has been enacted.

Goal Setting for School and Learner Growth

In parallel with goal setting for practice improvement, the leader and evaluator identify outcome measures related to school improvement and student learning. The outcomes should be related directly to the school goals and student learning objectives (SLOs), which are created by teachers and others who work with the leader.

The leader identifies and records these school and learner growth goals in the LEPG Conference Form—Beginning-of-Year Conference section.

The leader and other school staff may adjust the school goals in light of previous school performance data. The school goals that are to be addressed during the current academic year are included as part of the School Growth category.

The leader is also responsible for setting SLOs with teachers. Because leaders are responsible for assuring that SLOs are attained, the leader outcome measure will be based in whole or part on the school-level, aggregate percentage of students attaining their SLOs. Leaders are also held accountable for the quality of SLOs in the evaluation of their practice, through SLO quality reviews, a process that is described further in a subsequent section on types of evidence. The SLO Quality Review process by a party other than the school leader also helps ensure that SLOs are appropriately rigorous.

Comment [DC4]: Note to Districts:
Districts may modify or specify this list as appropriate.

Beginning-of-Year Conference

In the fall, the leader meets with the evaluator to finalize the leader's professional practice goals, school and learner growth goals, and professional development plan. During the beginning of the year conversation, the leader and evaluator compare their thoughts on the proposed professional practice goals and professional development plan outlined in the LEPG Conference Form, as well as the school and learner goals and planned action steps to support goal attainment. Throughout this conversation, both the leader and evaluator should take into account current districtwide initiatives and recent achievement data.

Based on the outcomes of this conversation, the leader and evaluator may choose to refine the professional practice, school growth, or learner growth goals, and the related professional development plan.

Following the beginning-of-year conference, the leader and evaluator should sign the Beginning-of-the-Year section of the LEPG Conference Form.

Supporting Documents: [LEPG Conference Form](#)—Beginning-of-Year Conference section

Comment [DC5]: Note to Districts: Districts may modify or specify this timeline as appropriate.

Step 2: Ongoing Collection of Evidence, Feedback, and Monitoring of Growth

Step 2 of the LEPG process spans a large part of the school year and describes the ongoing collection of evidence and monitoring of growth against goals. Although the types of evidence are described in more detail in a subsequent section of this document (Overview of LEPG Types of Evidence), the process for the midcourse formative feedback is described here.

Midcourse Conference

In December or January of each academic year, the leader and evaluator should convene a check-in to discuss evaluation results and make any needed midcourse adjustments to reflect any unanticipated issues in the school or community. The 30-minute conversation should reference evidence collected thus far in the evaluation cycle using the LEPG Conference

Form—Midcourse Conference section as a guide. Topics of discussion should include progress on the professional practice, school growth, and learner growth goals, artifacts collected during the first half of the year (Artifact Submission Form), and any observations that have taken place in the first half of the school year (Instructional Feedback Observation Protocol and Instructional Feedback Observation Toolkit).

Following the midcourse conference, the leader and evaluator should sign the Midcourse Conference section of the LEPG Conference Form.

Supporting Documents: [LEPG Conference Form](#)—Beginning-of-Year and Midcourse Conference sections, [LEPG Artifact Submission Form](#) and supporting artifacts, LEPG Instructional Feedback Observation Protocol/Toolkit, data related to progress on learner and school goals

Comment [DC6]: Note to Districts: Districts may modify or specify this timing as appropriate.

Step 3: Reflection and Rating

Step 3 includes the reflection and rating process, during which the leader receives performance feedback from the evaluator. No leader feedback or reporting should occur without a face-to-face meeting with the evaluator to discuss and explain results. These meetings are critical to the leader's understanding of results and prioritization of next steps, which may include targeted professional development.

Supporting Documents: [LEPG Conference Form](#)—Beginning-of-Year, Midcourse, and Summative Conference sections, [LEPG Artifact Submission Form](#) and supporting artifacts, survey data as appropriate, Instructional Feedback Observation [Protocol/Toolkit](#), data related to progress on learner and school goals

Self-Evaluation and Submission of Evidence

At the end of each evaluation cycle, the leader is asked to self-evaluate performance on each of the model LEPG Core Propositions and Standard Indicators and to prepare a brief explanation of each rating (one or two sentences highlighting examples of evidence). The self-evaluation should reference evidence collected through the 360-degree evaluation, observation, artifacts, and other data. The leader should share the self-evaluation with his or her evaluator two weeks in advance of the summative evaluation meeting.

End-of-Year Summative Conference

The end-of-year summative evaluation conference involves a comprehensive review of leader performance. Districts typically schedule summary evaluation conferences between May and July of each year, depending on the school schedule and availability of student data. At a minimum, the evaluator and leader should meet for 60 minutes. Districts may elect to include the superintendent in the summative evaluation conference (if the superintendent is not the leader's evaluator).

Prior to the scheduled conference, the leader's evaluator draws on evidence analysis that he or she, district staff, or other vendors have conducted. The evidence includes all types of evidence outlined in this guide that the leader has collected throughout the school year, including those described in Table 2.

Comment [DC7]: Note to Districts: Districts may modify or specify this timeline as appropriate.

Table 2. Types of Evidence That Inform Practice and Outcome Measures

Professional Practice		Performance Outcomes		
Evidence of Professional Practice	Evidence of Professional Growth	Evidence of School Conditions	Evidence of School Growth	Evidence of Learner Growth
<ul style="list-style-type: none"> Observation form(s)¹ 360-degree survey results² Artifacts (related to practice) SLO quality review form(s) 	<ul style="list-style-type: none"> Professional development plan (PDP) review² Artifacts (related to professional growth and professional development) 	<ul style="list-style-type: none"> School climate survey data 	<ul style="list-style-type: none"> School improvement plan and artifacts related to progress against school goals 	<ul style="list-style-type: none"> School-level, aggregate percentage of students attaining SLOs Other learner growth measures

During this conference, the leader and evaluator should review the leader's progress against professional practice goals, as recorded in the Professional Development Plan and Goal Setting for School and Learner Growth tables in the LEPG Conference Form. The leader and evaluator should then walk through the leader's self-evaluation ratings so that the leader has the opportunity to share his or her thoughts on performance in each of the five summative performance categories and present evidence to support each rating. This meeting provides an opportunity for the leader and evaluator to discuss tentative LEPG ratings based on the evidence presented and the leader's self-evaluation.

Supporting Documents: [LEPG Conference Form](#)—Beginning-of-Year, Midcourse, and Summative Conference sections, [LEPG Artifact Submission Form](#) and supporting artifacts, survey data as appropriate, Instructional Feedback Observation [Protocol/Toolkit](#), data related to progress on learner and school goals

Following the summative conference, the leader and evaluator should sign the Summative Conference section of the LEPG Conference Form.

Summative LEPG Ratings

Within two weeks after the summative evaluation conference, the evaluator assigns a LEPG rating, which reflects performance on each Standard Indicator in the MSFE LEPG Rubric (professional practice), and the four other performance measures, as detailed in Table 3.

The leader's evaluator uses a table similar to the leader's self-evaluation table (see LEPG Conference Form—Summative Rating of Leader by Evaluator section) to record the rationale for each rating, strengths and weaknesses of the leader in each area, and any evidence in support of the rating.

The evaluator provides the leader with this completed form, including complete summative LEPG ratings, the rationale table, and the summative scoring matrix, and schedules a time to review the summative rating.

¹ Including peer review of a leader's implementation of an observation protocol, adding peers as raters on the leadership 360-degree survey, or peer review of the PDP are three possible options for incorporating peer review into the LEPG process.

During the summative conference, the evaluator shares evidence and discusses ratings with the leader. The evaluator should also provide the leader with opportunities to further discuss his or her self-evaluation and submit additional or supplementary evidence for consideration. Based on this discussion between the evaluator and the leader and the evidence collected, the evaluator will determine the final LEPP rating.

The LEPP Program takes a numerical approach to combining measures into a single, final effectiveness rating. The numerical approach for leader evaluation is similar to the approach taken in the TEPG Program for teachers. In the LEPP Program, evidence informs ratings for performance measures in five categories: Professional Practice, Professional Growth, School Conditions, School Growth, and Learner Growth. The evaluator uses multiple sources of evidence to measure performance in each of the categories at the end of the annual evaluation cycle; if there are multiple sources of evidence within a single category (e.g., learner growth could reflect both school-level, aggregate percentage of students attaining SLOs and school-level growth on the state assessments), ratings are combined to create a composite Learner Growth rating.

For the Professional Practice measure, the LEPP Rubric provides space for the evaluator to indicate ratings on each of the Standard Indicators for each type of evidence reviewed. The evaluator may then average all of the ratings for each type of evidence for each indicator to calculate the Professional Practice rating (PP rating).

Supporting Documents: [LEPP Conference Form](#)—Beginning-of-Year, Midcourse, and Summative Conference sections, and Summative LEPP Rating section, [LEPP Artifact Submission Form](#) and supporting artifacts, survey data as appropriate, Instructional Feedback Observation [Protocol/Toolkit](#), data related to progress on learner and school goals

Other LEPP measures have unique guidance for calculating the rating based on the evidence, as indicated in Table 3, which follows.

District priorities are reflected in weights or “multipliers” that are predetermined. The district steering committee may determine whether to adopt the model approach, the weights to apply to each measure, and how the rating process and scores will be communicated to stakeholders.

Each performance measure is rated and then combined into a final rating (LEPP rating) from *ineffective* to *distinguished*. After the scoring is completed and feedback is provided, the leader and evaluator sign the end of the LEPP Conference Form acknowledging receipt of summative evaluation information and agreement with the summative rating. Should the evaluator need additional time to consider the LEPP rating following the summative rating conference, the final signatures can be obtained later, as appropriate.

More details on the summative scoring process for the MSFE Model LEPP Program are provided in the Model LEPP Program Guide.

Summative Effectiveness Rating Descriptors

The lowest level of performance—ineffective—describes actions and behaviors of a leader’s practice that adversely impact staff, students, and the school community. A leader’s practice at the ineffective level reflects poor school-level leadership practice, noncompliance with pertinent laws and policies, and inattentiveness to the needs of students, teachers, and schools. At the second level of performance—developing—a leader displays leadership and management practices that are good but need to improve in terms of being systematic and inclusive. The third

Comment [DC8]: Note to Districts: Districts may modify or specify this process for scoring as appropriate.

Comment [DC9]: Note to Districts: Districts may modify or specify this scoring process as appropriate.

level of performance—effective—represents a leader who that takes a systematic, proactive approach to continuously improving school processes. Practice at this level demonstrates a solid understanding of relational trust, leadership and instructional best practices, students, and the school community. The top level of performance—distinguished—describes a leader's practice that reaches above and beyond expectations. Practice would regularly reflect continued improvement and foster an inquiry-based culture of learning for self, staff, and students.

Table 3. MSFE Summative LEPG Ratings and Weights

Performance Category (Measure Name)	Professional Practice (PP Rating)	Professional Growth (PG Rating)	School Conditions (SC Rating)	School Growth (SG Rating)	Learner Growth (LG Rating)
Types of Evidence	Observations and related conferences, Artifact review 360-degree survey results SLO quality review	Professional development plan review Conversations and documents related to professional goal progress	School climate survey results	Review of progress toward school goals	School-level, aggregate percentage of students attaining SLOs Other learner growth measures
Measured By	PP Rating: Overall rating reflecting performance on Core Propositions 1–6 of the MSFE LEPG Rubric	PG Rating: Overall rating reflecting performance on Core Proposition 7 of the MSFE LEPG Rubric	SC Rating: Overall rating reflecting all school stakeholders' report of school climate	SG Rating: Overall rating reflecting progress on school goals	LG Rating: Overall rating reflecting student learning and growth
Rating Scale	Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4	Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4	Low = 1 Low average = 2 High average = 3 High = 4	Did not meet = 1 Partially met = 2 Met = 3 Exceeded = 4	Did not meet/low = 1 Partially met/low average = 2 Met/high average = 3 Exceeded/high = 4
Calculation²	Rate each Standard Indicators for Core Propositions 1–6; average all Indicator ratings for Core Propositions 1–6. The LEPG Rubric provides space to calculate this rating.	Rate Standard Indicator for Core Proposition 7.	Translate survey results into a 4-point scale.	Rate overall progress toward school goals.	Rate performance for each measure and average. The SLO 1–4 scoring scale may be used here. Superintendents have flexibility in determining appropriate 1–4 scales for other student learning measures.
Example Weight³	40%	10%	10%	15%	25%

Comment [DC10]: Note to Districts: Districts may modify or specify these weights, as appropriate.

² Note: Districts may opt to weight each Standard Indicator based on local context.

³ Note: Districts may opt to weight each measure differently for the purpose of calculating a LEPG rating, based on local context.

Step 4: Plans and Pathways

The final step of the LEPG process is for the leader and evaluator to use the evaluation results to inform individualized professional development plans for the next evaluation cycle. The professional growth planning process is repeated by defining new professional goals and allocating resources (e.g., time, finances) toward leader professional development support.

The leader should record preliminary plans for professional growth in the last section of the LEPG Conference Form—Plans and Pathways. The leader can then draw upon this planning the following fall to inform the subsequent year's professional development plan. Leaders may fall into two categories for their subsequent professional growth plans, described in Table 4.

Supporting Documents: [LEPG Conference Form](#)—Plans and Pathways section

Table 4. Types of Growth Plans

LEPG Rating	Ineffective	Developing	Effective	Distinguished
Type of Growth Plan	Monitored Growth Plan		Individualized Growth Plan	

Individualized Growth Plan

Leaders performing at the *distinguished* or *effective* level of performance continue to be evaluated annually and complete an individualized growth plan with evaluators. Leaders receiving a distinguished rating should be considered for mentor or coach positions to assist other leaders or to support new leader movement into leadership positions.

Monitored Growth Plan⁴

Leaders with an overall summary score at the *developing* level continue to be evaluated annually and complete a focused professional growth plan to improve performance. The monitored growth plan (i.e., improvement plan) focuses on Standard Indicators that are in need of improvement. Developing leaders may, for instance, be assigned a mentor or coach to improve performance in particularly challenging areas, and evaluators may frequently meet to support development.

A leader on a monitored growth plan who receives an overall summary performance score (LEPG Rating) of *developing* for two consecutive years should be considered for immediate release from district employment. A leader with a LEPG Rating of *ineffective* for any single year should be considered for immediate release from district employment, unless otherwise specified by district policies or agreements. A monitored growth plan will, at minimum, identify the Standard Indicators to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, and the timeline for improving performance to the "effective" level.

Comment [DC11]: Note to Districts: Some districts may opt to modify the language here to reflect local terminology.

Comment [DC12]: Note to Districts: Districts may modify or specify this requirement as appropriate.

⁴ Districts will use different names for the "monitored growth plan." Here, the term represents a professional improvement plan that (per [Rule Chapter 180](#)) aims to immediately improve performance. The plan is created by the evaluator with input from the leader and sets forth clear, measurable objectives and deadlines for implementation by the leader. Successful implementation of the monitored growth plan should result in an improved performance rating.

When a leader is placed on a monitored growth plan, he or she may require additional support. When placed on the monitored growth plan, the leader will be observed by a second district-level administrator, who will participate in determination of the summary performance rating with the leader's current evaluator. A leader also may be considered for dismissal if he or she receives an *ineffective* rating on a particular Standard Indicator and practice is sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

District-level staff should analyze leader performance data for trends or issues common across evaluations. An analysis such as this may help to identify common professional development activities, evaluate professional development effectiveness, project hiring needs to improve the leadership team, and indicate some issues that might be addressed in preservice training. District staff also should capitalize on areas of particular strength among principals by providing principals opportunities to mentor other leaders or prospective leaders.

To provide additional context for each step of the LEPG Program evaluation cycle, this guide also includes details regarding each type of evidence collected to inform a leader's summative effectiveness rating, in addition to details on how to calculate a leader's rating at the end of each school year. Summary tables of this information are included in the appendices of this guide.

Overview of LEPG Types of Evidence

The LEPG Program is intended to provide a holistic description of leader performance by using a variety of leadership-focused evidence to inform multiple measures and an overall LEPG rating. As described in Step 2 of the LEPG program, evidence collection and feedback are crucial to performance improvement and should occur throughout the academic year.

Given leaders' broad responsibilities, **multiple measures** must be used to describe performance. This is recognized as the preferred approach because there is no single perfect measure of leadership effectiveness. Each measure and piece of supporting evidence has strengths and weaknesses as well as "noise" or measurement error. Sample evidence includes, for example, leadership observation data; teacher and staff survey data; student survey information; written documents or other artifacts; student assessment results; or other information that helps evaluators and leaders determine the degree to which mission-critical goals have been met.

An overview of each type of evidence organized by summative rating performance category or measure is provided in Table 5–7.

What Is Feedback?

The Model LEPG Program defines "feedback" as the provision and prioritization of performance information for the purposes of improvement. The Model LEPG Program requires that an evaluator meet with the leader twice during the academic year (one formative midcourse conference and one summative end-of-year conference) to provide feedback, and encourages additional meetings with the leader. The evaluation process should be transparent and the leader should be fully informed about his or her progress so that there are no surprises at the summative evaluation meeting.

Table 5. Sources of Evidence for Measuring Professional Practice

Performance Category (Measure Name)→	Professional Practice (PP Rating)					
	Leader Observations	360-Degree Survey	Artifact Review	SLO Quality Review	Parent and Stakeholder Surveys	School Walk-Throughs
Description→	Formal, announced observations of leader's work by evaluators	A survey on leader performance to be completed by the leader, evaluator, and teachers or staff in the building	Sample of artifacts highlighting leader performance	Sample of SLOs reviewed by district staff	A survey on principal performance to be completed by the parents or other stakeholders	Ten-minute, informal observations of principal practice
Forms and Tools→	LEPG Instructional Feedback Observation Protocol and Toolkit	360-degree survey tool of district's choice	LEPG Artifact Submission Form	SLO Quality Review Form	Survey tool of district's choice	N/A
Measured By→	Narrative or video-based evidence analyzed against each Standard Indicator for Core Propositions 1–6 , as appropriate, using the previously noted forms and tools	360-degree survey descriptive ratings (i.e., survey results) analyzed against each Standard Indicator for Core Propositions 1–6 , as appropriate	Completed Artifact Submission Form for 8 to 10 artifacts with leader's notes analyzed against each Standard Indicator for Core Propositions 1–6 , as appropriate	Results of SLO quality review of 30 percent of SLOs analyzed against Core Proposition 4 , including review of SLO growth targets for appropriate rigor.	Descriptive survey ratings analyzed against each Standard Indicator for Core Propositions 1–6 , as appropriate	Narrative or video-based evidence analyzed against each Standard Indicator for Core Propositions 1–6 , as appropriate
Requirement→	All leaders; two or more times per year for summative rating	All leaders; once per year	Submitted by all principals; once per year	Required	Optional (recommended once per year)	Optional

Comment [DC14]: Note to Districts: Districts may remove these optional types of evidence, as appropriate

Comment [DC13]: Note to Districts: Districts may remove these optional types of evidence, as appropriate

Table 6. Sources of Evidence for Measuring Professional Growth

Performance Category (Measure Name)→	Professional Growth (PG Rating)
Type of Evidence→	Professional Development Plan Review
Description→	Sample of artifacts highlighting participation and application of learning
Forms and Tools→	LEPG Conference Form (beginning-of-year section) LEPG Artifact Submission Form
Measured By→	Completed LEPG Conference Form (listed above) with alignment to relevant Standard Indicators for Core Propositions 1–6, and measured against Core Proposition 7 Completed LEPG Artifact Submission Form (listed above) for three to five artifacts, including explanation of alignment to the Standard Indicator for Core Proposition 7
Requirement→	Submitted by all leaders

Table 7. Sources of Evidence for Measuring School Conditions, School Growth, and Learner Growth

Performance Category (Measure Name)→	School Conditions (SC Rating)		School Growth (SG Rating)	Learner Growth (LG Rating)	
Type of Evidence→	School Climate Survey	Instructional Conditions Data	Progress Against School Goals	School Attainment of SLOs	Other Learner Growth Measures
Description→	A survey on school culture and climate in the building completed by teachers, staff, and, occasionally, other stakeholders	Student survey of teaching quality and engagement	Sample of artifacts submitted as evidence that the school goals have been met	School-level, aggregate percentage of students attaining SLOs	Measures of students' growth, at the classroom, grade, subject, or school level
Forms and Tools→	School climate survey of district's choice	Student survey of classroom climate and student engagement	LEPG Artifact Submission Form	Teacher SLO attainment data	School performance data demonstrating growth, at the district's discretion
Measured By→	Descriptive survey ratings, translated into a 4-point scale	School-level, average, aggregated student response to items for all teachers	Completed LEPG Artifact Submission Form (as listed above) for four to five artifacts, including explanation of school goals alignment, rating overall progress toward goals on a scale of 1–4	Analysis of student performance results against targets aggregated at the school level and compared to predetermined targets. Averaged together with other student growth performance measures	Analysis of student performance results against growth targets aggregated at the school level
Requirement→	Recommended once per year	Optional	Submitted by all leaders with assistance from district staff	Required for all leaders ⁵	Optional, but strongly encouraged for all leaders

Comment [DC15]: Note to Districts: Districts may remove these optional types of evidence, as appropriate

Comment [DC16]: Note to Districts: Districts may remove these optional types of evidence, as appropriate

⁵ Note: To ensure that teacher SLOs approved by principals are appropriately rigorous, MSFE recommends incorporating review of SLO targets for appropriate rigor into the SLO Quality Review process.

References

- Clifford, M., Menon, R., Gangi, T., Condon, C., & Hornung, K. (2012). *Measuring school climate for gauging principal performance: A review of the validity and reliability of publicly accessible measures*. Washington, DC: American Institutes for Research.
- Clifford, M., Sherratt, E., & Fettes, J. (2012). *The ripple effect: A synthesis of research on principal influence to inform performance evaluation design*. Washington, DC: American Institutes for Research.
- Condon, C., & Clifford, M. (2010). *Measuring principal performance: How rigorous are commonly used principal performance assessment instruments?* Washington, DC: American Institutes for Research.
- National Association of Elementary School Principals and National Association of Secondary School Principals. (2012). *Rethinking principal evaluation: A new paradigm informed by research and practice*. Washington, DC: Authors.

Appendix A. LEPG Rubric Placemat

LEPG Rubric Placemat: A Quick Reference Tool

Core Proposition	Standard Indicator
1: Vision, Mission, and Advocacy Accomplished educational leaders lead and inspire the learning community to develop, articulate, and commit to a shared and compelling vision of the highest levels of student learning and adult instructional practice. These educational leaders advance the mission through collaborative processes that focus and drive the organization toward the vision.	1.1 Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.
	1.2 Stakeholder Communication and Engagement: The leader communicates internally and externally with stakeholders and the community to advance the organization's vision and mission.
	1.3 Community Support: The leader leverages community resources to implement and revitalize the school's mission
2: Strategic Leadership for Results Accomplished educational leaders lead with a sense of urgency and achieve the highest results for all students and adults. They build organizational capacity by developing leadership in others. These dynamic, forward-thinking educational leaders lead collaborative organizations that realize and sustain positive change that enhances teacher practice and improves student learning.	2.1 Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.
	2.2 Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.
3: Supports for Learning Accomplished educational leaders ensure that each student and adult in the learning community is known and valued. These educational leaders develop systems so that individuals are supported socially, emotionally, and intellectually, in their development, learning, and achievement.	3.1 Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.

Core Proposition	Standard Indicator
4: Teaching and Learning Accomplished educational leaders ensure that teaching and learning are the primary focus of the organization. As stewards of learning, these educational leaders lead the implementation of a rigorous, relevant, and balanced curriculum. They work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy and make certain that all adults have the knowledge, skills, and dispositions necessary to support student success.	4.1 Instructional Focus: The leader ensures teaching and learning are the primary focus of the organization.
	4.2 Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.
	4.3 Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.
5: Culture Accomplished educational leaders inspire and nurture a culture of high expectations, where actions support the common values and beliefs of the organization. These educational leaders build authentic, productive relationships that foster a collaborative spirit. They honor the culture of the students, adults, and larger community, demonstrating respect for diversity and ensuring equity. They create and maintain a trusting, safe environment that promotes effective adult practice and student learning.	5.1 Relationship Building: The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning.
	5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.
	5.3 Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.
6. Ensuring Professionalism Accomplished educational leaders are ethical. They consistently demonstrate a high degree of personal and professional ethics exemplified by integrity, justice, and equity. These educational leaders establish a culture in which exemplary ethical behavior is practiced by all stakeholders.	6.1 Rational and Transparent Decision-Making: Provides a firm rationale for decision making, considering the needs of the school community.
	6.2 Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders

Core Proposition	Standard Indicator
<p>7: Reflection and Growth</p> <p>Accomplished educational leaders are humble lead learners who make their practice public and view their own learning as a foundational part of the work of school leadership. They are reflective practitioners who build on their strengths and identify areas for personal and professional growth. They adapt their paradigm and practice to result in improved student performance and enhanced teacher instruction through reflective practices.</p> <p>The <i>Accomplished Principal Standards</i> are cast in terms of the collaborative actions that accomplished educational leaders take to advance learning to the highest level for every child: to recruit, engage, promote, and retain accomplished teachers; to improve school culture and performance; to advocate for the profession and the needs of their school; to purposefully engage families and the broader community in the school's vision and mission; and, to continuously improve practice through self-reflection.</p>	<p>7.1 Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement</p>

Appendix B. Links to LEPG Supporting Materials

- [LEPG Rubric](#)
- [LEPG Conference Forms](#)
- [LEPG Artifact Submission Form](#)
- [LEPG Instructional Feedback Observation Protocol](#)
- [LEPG Instructional Feedback Observation Toolkit](#)

Appendix C. Glossary of Selected Terms

Term	Description
Chapter 180	Chapter 180 (Title 20-A MRSA Ch. 508 § 180) is the rule that establishes standards and procedures for implementation of performance evaluation and professional growth systems for Maine educators. It is part of Title 20-A, Chapter 508 of the Maine Revised Statutes.
Human Capital Management System (HCMS)	HCMS is a district-wide approach to recruiting, retaining, and developing effective teachers and principals that strategically addresses the full spectrum of educator effectiveness policies and practices—preparation, recruitment, hiring, placement, induction, dismissal, compensation, professional development, tenure, working conditions, and more—and ensures alignment and coherence across them.
Leader Evaluation and Professional Growth (LEPG)	The LEPG program is a comprehensive performance assessment system for school leaders. The program is designed to reinforce a culture of learning that advances student learning and engagement, attracts and retains the best teachers, and improves teacher and school performance. The LEPG program is built on National Board for Professional Teaching Standards' core propositions and standards of accomplished leadership. Performance on the evaluation is part of a Recognition and Reward framework tied to the Performance Based Compensation (PBC) program. The LEPG is a critical element of the MSFE human capital management system and is a core requirement of the TIF grants. (See also TEPG, the equivalent system for teachers).
Maine Schools for Excellence (MSFE)	MSFE is the official name given to the TIF 3 and TIF 4 projects aimed at enhancing district-wide educator effectiveness and student learning. Technically, individual schools and districts are involved either in TIF 3 or in TIF 4. However, all TIF schools and districts are part of the overarching MSFE initiative.
Performance-Based Compensation (PBC)	<p>Performance-based compensation programs aim to recognize and reward educators based on their job performance. The long-term goal of a PBC program is to ensure that educators are compensated with competitive, attractive salaries that reflect their work and value and that attract the best and brightest to the teaching profession. There are many different ways that PBC programs can be structured. However, all MSFE programs will include the following:</p> <ul style="list-style-type: none"> • A balanced set of measures over which teachers and leaders have direct influence • Priority weighting attached to each measure that reflects the relative importance of the measure • Performance targets that are aggressive but attainable • Pay options that are fair, transparent, and equitable • A distribution formula that is based on progress along a continuum, rather than an “all-or-nothing” situation

Student Growth Measures	Student growth measures provide data regarding changes in students' academic performance between two or more points in time. Student growth measures may be based upon standardized assessments or school- or teacher-created assessments.
Student Learning Objective (SLO)	A SLO is a student growth measure that involves teachers and evaluators setting long-term academic goals for groups of students and later assessing whether those goals were achieved. The SLO must be specific and measureable; based on available prior student learning data; aligned with state standards; and based on growth and achievement.
Teacher Evaluation and Professional Growth (TEPG)	The TEPG program is a comprehensive performance assessment system for teachers that incorporates multiple measures of teacher effectiveness and that aims to improve teaching practice over time. The program is a key component of the MSFE human capital management system and is a core requirement of the TIF grants. (See also LEPG, the equivalent system for school leader evaluation).
Teacher Incentive Fund (TIF)	The Teacher Incentive Fund (TIF) was established by the U.S. Department of Education in 2007. Since then, there have been four rounds of TIF grants awarded to over 100 grantees. At the beginning of the program, TIF grants focused primarily on innovative teacher compensation models. Over time, however, the program's focus has shifted to broader human capital management systems, of which teacher compensation is only one piece. Maine is a recipient of the third and fourth rounds of TIF funding (TIF 3 and TIF 4).